Intro to Psych - FULL NOTES

Intro Psychology (Yeshiva University)

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- How do we infer psychological phenomenon?
- Thorough **Research**
- **Hindsight Bias**
- **Overconfidence** - we tend to think we know more than we do
- We tend to perceive order in random events - we want to make sense of the world
- We need proper research methods to avoid these faults - find the reality through
- **Critical thinking**
- **Scientific method:**
- **Theory**: organized observations
- **Hypothesis**: a (hopefully testable) prediction
- **Operational definition**: define terms from the hypothesis and theory
- A carefully worded statement of the exact procedures used in a research study
- **Replication**: confirm that your hypothesis is correct and not just a fluke
- A good theory is useful if it:
- It's not about whether it's true or not. What matters is whether it's useful
- **Research Methods :**
- **Descriptive Research Methods:**
- **Case Study:**
- One single case (ie: one person): the hope is to reveal a universal truth
- But what we see in one person doesn't always apply to everyone
- Case studies are useful as stepping stones for a broader investigation
- Ex: little Hans was afraid of horses. Was taken to Sigmund Freud.
- Used this case to show that his talking method was good for kids too
- **Naturalistic Observation:**
- Describes behavior but doesn't explain it
- **The Survey:**
- Look at many cases at once
- Issue: depending on how it's presented can cause bias or skewed responses
- Random sampling to get a sample that represents the whole
- Issue: there's no way to get a truly random sample. Any sample you get will have a "certain type of characteristic in common"
- **Sampling Bias:**
- A flawed sampling process that produces unrepresentative results
- Ideally: get a population and get a truly random sample
- **Correlation and Causation:**
- **Correlation:**
- There is a relationship between A and B - if you know A then you know B and vice versa
- Isn't causation. A does not cause B and vice versa
- If A goes up and B goes down: Positive correlation
- If A goes up and B goes down - negative correlation
- **Strength of correlation**: range from -1.0 (weak) to 0(no correlation) to +1.0(strong) (**Correlation Coefficient**)
- The absolute value tells you how strong it is

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- The positive/negative sign just tells you what kind of correlation it is
- **Scatter Plot**:
- Data spread out on a scatter plot
- Gives you a clearer idea of the strength of correlation
- Correlation helps predict but doesn't imply cause and effect
- So how do we know what is correlation and what is causation? How do we ever know if anything causes anything else
- **Illusory Correlations:**
- perceived nonexistent correlations. A random coincidence

1/29 Missed

- Missed class

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- **Neural Communication:**
- **Biological Psych**
- **Neuron:** receive messages from **Dendrites**
- **Dendrites**: bushy branching extensions of a neuron
- Receive the messages and conduct the impulses towards the cell body
- **Cell body:** the cells like support center
- Neuron fire: neuron will send a neural impulse, an electrical signal down the **axon**
- Like a wire- with electricity
- **Axon:** passes messages away from the cell body to the receiving cell
- Might be sending messages to another neuron for it to fire
- Or maybe sending a message to a muscle cell to contract
- Or to a gland(endocrine system: secretes hormones)
- **Myelin Sheath:** a layer of segments encasing the fibers of many neurons
- Covers the **axons** of some neurons
- Helps speed neural impulses
- Someone with multiple sclerosis: a disorder that attacks the myelin sheath
- When The myelin sheath goes wrong and the messages can't be portrayed right: vision and speech and muscles are impaired. Messages aren't given fast enough etc
- **Action Potential**: a neural impulse
- A brief electrical charge that travels down an **axon**
- Generated by the movement of positively charged atoms in and out of the channels in the membrane of the axon
- **Threshold:** level of stimulation required to trigger a neural impulse
- its an all or none response with a "refractory period"
- **Synapse:** space between the axon tips of the sending neuron and the dendrite or cell body of the receiving neuron
- **Synaptic gap or cleft**
- **Neurotransmitters:** chemical messengers that traverse the **synaptic gaps** between neurons
- They are released by the sending neuron, they travel across the synapse and bind to the (missed)
- They communicate from one neuron to the next

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- Parkinson's Disease: the nerve cells that produce dopamine, there isn't enough of that neurotransmitter
- The first disease to be attributed to a neurotransmitter deficiency?
- So why can't Parkinson's be fixed with dopamine pills?
- Bc it doesn't mean it'll go to the brain
- **Acetylcholine:** a neurotransmitter that triggers muscle contraction
- Also plays a role in learning and memory
- **Endorphins**: **"**the morphine within"
- natural, opiate-like neurotransmitters
- Linked to pain control and to pleasure
- **Neural Communication:**
- A neurotransmitter molecule has a key and a lock: receiving cell membrane and receptor site on receiving membrane
- **Agonist:** mimics neural transmitter: it's like having the neurotransmitter - doesn't have the exact right key, tries to use some other similar key (mimics the neurotransmitter)
- **Antagonist:** doesn't have even a similar right key, tries to use some other key(which doesn't work) - gets stuck in the lock, now even the right neurotransmitter with the right key can't get in
- **The Nervous System:**
- The body's speedy electrochemical communication system
- 2 systems:
- **Central Nervous Systems(CNS):** brain and spinal cord
- **Peripheral Nervous System(PNS):**
- The sensory and motor neurons
    - **Skeletal:** controls voluntary movements of skeletal movements
    - **Autonomic:** controls self-regulated action of internal organs and glands
        - **Sympathetic:** arousing - getting nervous - heart pounding
        - Fight or flight
        - **Parasympathetic:** calming
        - "Rest and digest"
- **Nerves:** neural cables containing many axons
- Part of the PNS
- Connect the CNS with the muscles, glands and sense organs
- **Sensory Neurons:** bring in info to the CNS: things that you see and hear
- **Motor Neurons:** outgoing info from the CNS to the muscles and glands
- **Somatic Neuron System:** another term for **Skeletal Nervous System**
- **Reflex:** a simple, automatic, inborn response to a sensory stimulus
- Sensory neuron gets the info, then the motor neuron reacts
- It's hardwired into you
- Even before its gotten to your brain
- **Endocrine System:** the body's slow chemical communication system
- A set of glands that secrete hormones into the bloodstream
- When a hormone is secreted by glands, they don't electrically go down an axon. They have to be slowly pumped throughout the body

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- **Hormones:** chemical messengers, mostly those made by the endocrine glands
- **Adrenal Glands:** a pair of endocrine glands above the kidneys
- Secretes epinephrine(adrenaline) and norepinephrine
- Help arouse the body in times of stress
- **Pituitary glands:** Secretes hormones that tell other glands to secrete their hormones
- It's like the glands boss
- The master gland of the endocrine system
- **Hypothalamus:** a brain region: just above and in control of the **Pituitary Gland**
- The nervous system and the endocrine system are linked bc the brain controls the **Pituitary Gland**
- Lou Gehrig's Disease: ALS: the death of the motor neurons - cant communicate with the muscles

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- **The brain:** the oldest part and central core of the brain beginning where the spinal cord swells
- **Reticular formation**: a nerve network in the brainstem that plays an important role in controlling arousal
- Makes you awake and alert
- If you sever the reticular formation - coma
- **Thalamus:** the brain's sensory switchboard, located on the top of the brainstem
- It directs messages to the sensory receiving areas in the cortex and transmits to the cerebellum and medulla
- **Cerebellum:** means "little brain"
- Attached to the rear of the brainstem
- It helps coordinate voluntary movement and balance
- **Lesion**: tissue destruction
- A **brain lesion** is a naturally or experimentally caused destruction of brain tissue
- **Limbic System:** lies at the border of the brainstem and cerebral hemispheres
- Includes the hippocampus, hypothalamus, amygdala
- **Amygdala:** the key to emotion
- Two almond-shaped neural clusters that are components of the limbic system and are linked to emotion
- **Hippocampus:** important for memory
- Helps us lay down new memories for facts and bring them into long term memory
- **Amnesia**: not able to remember
- **Anterograde**: cant remember old stuff but can remember new stuff
- **retrograde**: can remember old stuff but can't remember new things
- Damage to the Hippocampus damages the ability to make new memories
- **Hypothalamus:** under the thalamus, above the pituitary gland
- controls the pituitary gland
- Directs several maintenance activities:
    - Eating
    - Drinking
    - Body temp

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- Linked to emotion
- Why does a rat eat?
- There's a reward center
- Every time it pushes the pedal - hypothalamus is manually stimulated
- The rat will push the pedal instead of eating
- Even walk through pain to get to the pedal
- **Cerebral Cortex:** ultimate control and processing center
- The intricate fabric of interconnected lobes …(missed)
- Four lobes of the brain: frontal, occipital, parietal, temporal
- **Frontal Lobes:** important for speaking and muscle movements
- Making plans and judgments
- "Teenagers aren't mature bc they're frontal lobes aren't fully developed"
- **Phineas Gage:** metal rod goes through his **prefrontal cortex**
- His personality changed
- **Parietal Lobe**: sensory cortex
- Very specifically the sense of touch
- **Occipital Lobe:** includes the visual areas, which receive info from the opposite visual field
- **Temporal Lobe:** the auditory areas
- Closest to the ear lobe - has to do with hearing
- **Motor Cortex:** area at the rear of the frontal lobes that control voluntary movements
- **Sensory Cortex:** area at the front of the parietal lobes that registers and processes body sensations
- The two cortexes are right next to each other
- **Visual and auditory cortex:**
- **Association Areas:** more intelligent animals have increased "uncommitted" or association areas of the cortex
- **Lateralization**: the process by which the brain divides different functions between the two hemispheres of the cortex
- For most people left side of the brain: math, logic, language, speech
- For most people right side of the brain: creativity, intuition, art
- **Brain Reorganization:**
- **Plasticity:** the brains capacity for modification, as evident in brain reorganization following damage(especially in children) and in experiments on the effects of experience on brain development
- If the brain takes damage, the brain has the ability to reconfigure things(adapt to the damage/ reorganize things) - other regions take on the functions lost by the damage
- A young child who gets left hemisphere damage may be more likely to regain things like language than an adult
- Our divided brain:
- **Corpus Callosum:**
- A large band of neural fibers that connect the two brain hemisphere and carries messages between the two hemispheres
- **Split Brain:**

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- A condition in which two hemispheres of the brain are isolated by cutting the connecting fibers(mainly those of the corpus callosum)
- From the eye to the brain:
- The left eye goes to the right hemisphere
- The right eye goes to left hemisphere
- A person with split-brain -> tell her to look at the center -> flash the word “heart”, split in half by the dot in the center -> ask her what she saw- she’ll say “art”
- Most people would have seen the right, bc language is in the left hemisphere(language)
- But if you ask her to point to what she saw: shell point with her left hand to the word “he”

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- **Sensation and Perception:**
- One continuous process
- **Sensation:** raw material
- **Perception**: attributing meaning to the sensation
- **Selective Attention:** cocktail party effect: you can focus on one conversation even though there are many distractions and conversations going on around you
- When you focus in on one thing you’re not focusing in on other things
- Ex: talking while driving can lead to accidents
- **Inattentional Blindness**: failing to see visible objects when our attention is directed elsewhere
- **Change Blindness:**
- The “door” study: guy asks another guy for directions than switched places with another guy - 50% of the time the guy wouldn’t notice
- **The illusion of memory**: we perceive and understand less than we think
- You might *sense* something but not *perceive* it
- **Choice Blindness:**
- **Transduction:** conversion of one form of energy into another
- In sensation: the transforming of stimulus energies, such as sights, sounds and, smells into neural impulses our brains can interpret
- Ex: Sound waves transformed into something that the neurons can use to bring into your brain
- **Psychophysics**: the study of relationships between the physical characteristics of stimuli, such as their intensity and our psychological experience of them
- How we perceive things
- Transduction->sensation
- Psychophysics-> perception
- **Absolute Thresholds:** The minimum level of intensity where you perceive a sensation 50% of the time
- If the stimulus is very low(soft sound) - may perceive it only 1% of the time
- The more intense - the more you perceive it
- As people get older their absolute threshold goes up
- As one’s ability to sense goes down - the absolute threshold gets higher
- **Signal Detection theory:** a theory predicting how and when we detect the presence of

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a faint stimulus amid background stimulus.

- Assumes there is no absolute threshold
- If you're more alert you're more likely to perceive a sensation
- Detection depends on a persons experience, expectations motivation and alertness
- **Subliminal:** sensations/stimulus below the absolute threshold for conscious awareness can't be detected
- Does it work?
- Sort of
- Ask you to spell the word hair out loud: will they spell hair or hare?
- **Priming:** readies you or queues you for a specific response
- The activation, often unconsciously of certain associations thus predisposing one's perception memory or response
- effects are subtle and fleeting, not powerful and enduring
- Ex: Talking about hair or rabbits
- **Subliminal Priming**: visual primes are flashed so briefly they evade conscious awareness
- Subliminal priming experiments often include a masking stimulus that quickly replaces the initial stimulus interrupting the brains processing and thereby preventing conscious awareness
- Ex: Watching a video and a picture of a rabbit or shampoo flashes on the screen for a split second
- **Difference Threshold:** a just noticeable difference
- If there's a slight change - people often don't notice

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- **Webers Law:** constant minimum percentage
- It's not an amount its a percentage
- Ex: for weight: to tell a difference in weights: the percentage is 2% heavier/lighter
- **Sensory Adaption**: diminished sensitivity as a consequence of constant sensitivity
- Repeatedly smelling something makes you not smell them
- you adapt to the smells around you - don't notice them
- Reality vs usefulness
- We need to be aware of changes not what we already know
- **Emotion Adaption:**
- **Perception:**
- **Perceptual Set:** a mental disposition to perceive one thing and not another
- Ex: the picture of the rabbit/ duck - which do you see?
- **Bottom-up Processing:** analysis that begins with the sensory receptors and works up to the brains integration of sensory information
- **Top-down Processing:** your brain is imposing meaning, interpreting information, constructing perceptions, based on your experiences and expectations
- Information processing guided by higher-level mental processes as we construct perception drawing on our own experiences
- Our brain constructs our perceptions
- **Context Effects:**

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- our perception is guided by context
- A sleeping guy in a morgue looks dead. A dead guy on the subway looks like he's sleeping
- The 6-foot guy looks short next to the 7-foot guy
- **Visual Organization:** your brain imposes rules in terms of how it understands the world
- **Gestalt:** an organized whole. The tendency to integrate pieces into meaningful wholes
- **Form Perception:**
- **Figure-Ground:** what is the figure, what is the ground? Is a zebra black with white stripes or white with black stripes?
- **Grouping:** bc of **proximity** - things that are closer to each other - the brain interprets them to be a part of one whole/unit
- **Perceptual Organization:**
- **Grouping Principles:** bc things are similar to each other we assume they are a group
- We group based on similarity
- **Continuity:** our brain likes continuity
- **Connectedness:**
- **Grouping: closure**: your brain wants to get closure - it wants things to be correct
- **Visual Organization:**
- **Depth Perception:** the ability to see objects in three dimensions
- allows us to judge distance
- **Visual-Cliff:** Gibson and Walk did an experiment with babies to see if they have depth perception
- To see if babies who cant crawl have depth perception: use a Looming object(video of an object coming towards them) and saw that the babies as young as 3 months would react(blink/flinch)
- **Binocular Cues:**
    - **retinal disparity**
    - Images from the two eyes differ
    - Closer the object- larger the disparity
    - **Convergence**
    - Neuromuscular cue
    - Two eyes move inward for near objects
    - To focus on objects that are getting closer to your face, your eyes need to move inward to maintain focus
- **Monocular Cues:**
- Can still have depth with only one working eye
    - **Relative Size:**
    - The smaller image is more distant
    - **Interposition:**
    - Closer objects blocks distant objects
    - **Relative Clarity:**
    - A hazy object is seen as more distant
    - If you can see clearly you perceive it as closer
    - Seeing the hair on someone's face - close

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- **Relative height:**
- **Perspective Techniques:**
- **Ponzo Illusion:** putting two equal in size objects in a picture and they look at different sizes
- **Motion Perception:**
- Changing the size of objects: Shrinking objects assumed to be getting farther away - not shrinking and enlarging ones are seen as coming closer
- **Stroboscopic movement**: Motion perceived in rapid series of lightly varying images
- Animation movies
- **Phi Phenomenon:** an illusion of movement when 2 or more lights are turned on and off in quick succession
- Lighted signs **-** turn on and off lightbulbs around - perceived as if the lights are running around the sign

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- **Perceptual Constancy:**
- Our brain perceives objects as unchanging even though the retinal image is different
- Perceiving objects as unchanging even as illumination and retinal image change
- color, shape and/or size
- **Brightness(lightness) Constancy**:
- Due to relative luminance
- how much light relative to other things
- Ex: black paper viewed through a narrow tube in bright sunshine looks gray. When viewed relative to surroundings it looks black
- Outside - relative to green grass and blue sky it looks black - but inside it looks gray bc of the relativity
- We cont perceive things as they actually are but rather based on the rules that our brains use
- Comparisons govern our perceptions
- **Perceptual Adaptation:**
- Displacement goggles - wear goggles that make everything look different - ex: everything is a foot higher
- Eventually, you will adjust and adapt
- We can adjust to an artificially displaced or inverted visual field
-
- *we skipped to the next topic*
-
- How do we learn?
- **Classical Learning**
- Stimulus 1 - lightning
- Stimulus 2- thunder
- 3- startled reaction
- If stimulus 1 and 2 happen repeatedly together
- After a while stimulus, 1 will cause a response of wincing in waiting for stimulus 2
- **Operant Conditioning**

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- If a child is polite he gets a cookie - now he is more likely to say please - behavior strengthened
- **Classical/Pavlovian Conditioning:**
- John B Watson: founder of **Behaviorism:** the view that psychology should
- 1 - be an objective science
- 2 - that psychology studies behavior without reference to mental processes
- we should only study what we can see
- Your thoughts aren't relevant
- What you do and why you do it is all that matters
- What you think doesn't matter
- We shouldn't study thought
- All that matters is behavior
- Psychologist agree with #1 usually but not #2
- Ivan Pavlov
- Did a test with the salivation of dogs
- Measured the amount of saliva under different conditions
- When he wanted them to salivate he would present them with meat powder
- He noticed that some dogs would salivate as they got into the room - before they brought out the meat powder
- Before conditioning: food causes the dog to salivate
- Food is an **Unconditioned Stimulus**
- Salivation is an **Unconditioned Response**
- Tuning bell brought in - orienting response - causes the dog to look - but doesn't produce any salivation response **Neutral Stimulus**
- During conditioning:
- Repeatedly repeat the unconditioned stimulus just after the neutral stimulus
- The unconditioned stimulus causes the unconditioned response
- After conditioning: the **neutral stimulus** alone now produces a **conditioned response**
- **Acquisition:**
- The process of acquiring the new response - when you repeatedly pair the tone and the food -
- The initial stage when one links a neutral stimulus and unconditioned stimulus so that the neutral stimulus causes the response
- The more you pair it the stronger the conditioned response
- **Higher-order conditioning**: One conditioned experience is paired with a new neutral stimulus
- every time we use the tuning fork we turn a light on - now the dog is conditioned to salivate to the light turning on
- The light is a second(usually weaker) conditioned stimulus
- **Extinction and Spontaneous Recovery:**
- **Extinction:**
- The more you do acquisition the more salivation you'll get
- If you **just** do the conditioned stimulus alone - the salivation will go down until the dog salivates no more

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- **Spontaneous Recovery**: the reappearance after a pause of an extinguished conditioned response
- after extinction - the dog will spontaneously recover the conditioned response
- But if it's just the conditioned stimulus
- **Stimulus Generalization:**
- Often organisms respond not to just the same but even similar stimulus
- **Stimulus Discrimination:**
- If the stimulus is significantly different from the original sight or sound - then you don't get a response

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- *module 8 - sleep - is not on the test*
- Pavlov would condition dogs - every time he would show a circle - they would get meat powder
- When he showed an oval - no meat powder
- After a while - the dog would salivate when seeing the circle
- He then showed the dogs circles that were slightly oval - dog would salivate
- Showed ovals that were slightly circle - dogs wouldn't salivate
- Pavlov legacy:
- Classical conditioning applies to other organisms
- Showed how to study a topic scientifically
- **Edwin Twitmyer**: independently discovered classical conditioning at approximately the same time as Pavlov
- Would tap peoples knees and test reflexes - at the same time a bell would sound
- He noticed that people would have the same reflex reaction just from hearing the bell
- **John Watson and Baby Albert**: classical condition can produce a conditioned emotional response - a fear - fear can lead to a phobia
- Bring out a rat which the baby wasn't afraid of - pair the rat with the loud sound of a gong
- After a while, the baby is afraid of the rat
- Stimulus generalization led to the baby being afraid of white rabbits, white coats, etc
- Baby Albert was never deconditioned
- Another study: Little Peter: afraid of rabbits - they deconditioned him
- Whenever they would bring out a rabbit they would also bring out peters lunch
- After a while, peter no longer feared the rabbit
- He developed a new association between rabbits and lunch
- **Joseph Wolpe - Systematic desensitization:** taught patients to breathe and relax - then either in real life or having them imagine their fear - pair the relaxation and breathing with the fear and slowly desensitize them to their fear
- Pair anxiety-provoking experiences with relaxation - systematically desensitizing them
- **Aversion Therapy**: uses our principles to create a sensitivity to something.
- Someone wants to stop drinking - associate alcohol with a bad tasting thing
- Electric shocks with cigarettes

- Classical conditioning is related to respondent behavior - responding to a stimulus
- Respondent behavior

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- Salivation is the response to food - salivation bc of the bell
- But what about the conditioning of study and you will get a good grade...
- **Operant Conditioning:** Actions associated with consequences
- Doing an action based on something that will happen later
- **Operant Behavior:** operating on the environment
- **Edward Throndikes Laws of Effect:** trial and error learning
- created a puzzle box - puts a cat in it
- Right outside the box is some fish
- The cat wants to get out and get the fish but the cat doesn't know how and doesn't know that "the lever" will get him out of the box
- Eventually, through trial and error, the cat will hit the lever and the cat will eat the fish
- Then Thorndike would put the cat back in and put a new piece of fish outside the box
- After a while the cat would start to get out faster and faster each other
- **Law of Effect:** if the behavior causes something you like - it will stick - you're more likely to do it against
- If the behavior is followed by something you don't like - you probably won't do it again
- Ex: Jim and Dwight - Altoid conditioning
- **B.F. Skinner:** behavior control

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- Skinner took psych to a whole new level
- Called his box - the **Operant Chamber**
- Works using positive reinforcement
- **Reinforcement:** in operant conditioning, any event that strengthens the behavior it follows
- **Positive Reinforcement:** - I get something good
- **Negative Reinforcement:** - I take away something bad
- **Shaping Behavior:**
- How do you get them to do it right the first time?
- **Shaping:** successive approximations - gradually shaping
- **Discriminative Stimulus:** in operant conditioning, a stimulus that elicits a response after association with reinforcement
- In contrast to related stimuli not associated with reinforcement
- "green traffic light" - signals a response will be reinforced
- Its signals when a response will be reinforced - helps him tell the difference for when he should or shouldn't do "it"
- **Primary and Secondary Reinforcers:**
- **Primary Reinforcer:** an innate reinforcer stimulus, such as one that satisfies a biological need
- something that is inherently reinforcing
- No one had to condition you
- It is hardwired biologically into your DNA
- Ex: food, warmth, sex
- **Conditioned/Secondary Reinforcer:** a stimulus that gains its reinforcing power through its association with a primary reinforcer

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- Not inherently reinforced
- ex: money: After time you learn to see money as valuable - money can buy food and warmth
- Reinforcing value
- **Immediate vs delayed reinforcer:**
- **Immediate Reinforcer:** if you do x ill give a cookie right after
- **Delayed Reinforcer:** if you do x ill give you a cookie in a week
- Immediate is much more effective
- **Punishment:** anything that reduces that behavior will repeat
- **Presentation/Positive Punishment:** presenting/giving something bad - spray water
- **Removal/Negative Punishment:** taking away something good - take away wifi
- Skinner: never punish, reinforcement is better than punishment
- **Negatives of using punishment:**
- Punished behavior is suppressed not forgotten
- Punishment teaches discrimination
- Punishment can teach fear
- Physical punishment may increase aggression

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- **Biology, Cognition, and Learning:**
- **Biological constraints on condition:** biological constraints predispose organisms to
- Ie: biology matters - cant disregard it
- **Limits on classical condition:**
- **John Garcia:** conditioned taste aversion in rats
- He was giving rats chemo - making them sick/ in pain
- He noticed the rats would avoid the water he put out
- But when he tried flashing lights or making sounds - they didn't create a connection between the two
- Only the water and the chemo made a connection
- Biologically primed associations - our ancestors became sick from poisoned foods so we are biologically primed to make associations with taste
- Biology matters - cant make associations for just anything
- **Natural selection and learning:**
- **Genetic predisposition**
- **Limits on Operant Conditioning:**
- **Naturally adaptive behaviors:**
- Easier to teach pigeons to flap wings(like flying away when in danger) to avoid shock or peck with beak for food than the reverse
- **Instinctive drift** - animals behavior will drift back to its instincts
- Again - biology matters
- **Cognitive Processes and Operant Conditioning:**
- **Latent learning:** learning that occurs but isn't apparent until there is an incentive to demonstrate it
- **Cognitive Map:** even if you forced the mouse through the maze and he didn't figure it out himself - hed still be better at getting through than a mouse with no previous help

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- **Insight:** a sudden realization problems solution
- **intrinsic Motivations:** interested in doing the action for the action itself - *lishma*
- **Extrinsic Motivation:** doing an action bc of what you'll get because of doing the action - a reward
  overjustification - pay to play experiment
- **Observational Learning:** learning that occurs through observing the behavior of others.
- **Social learning:** theory of learning process and social behavior which proposes that new behaviors can be acquired by observing and imitating others
- **Modeling:** a method used in certain cognitive-behavioral techniques of psychotherapy whereby the client learns by imitation alone, without any specific verbal direction by the therapist, and a general process in which persons serve as models for others, exhibiting the behavior to be imitated by the others
- This process is most commonly discussed with respect to children in developmental psychology.
- Banduras Bobo Doll Experiment: a study on aggression that demonstrated that children are able to learn through the observation of adult behavior. The experiment was executed via a team of researchers who physically and verbally abused an inflatable doll in front of preschool-age children, which led the children to later mimic the behavior of the adults by attacking the doll in the same fashion.
-

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- **Memory:**
- Like computers:
- Encoding, storage, retrieval
- Also has parallel processing
- **Encoding**:
- **Storage**: the process of retaining encoded info over time
- **Retrieval**: the process of getting info out of memory storage
- Memory Models:
- **Sensory Memory:** the memory of the things going on around you at that instance
- **Short term Memory:** things you can remember in the short term
- **Long-term Memory:** things that you can remember long term
- Modified Memory models:
- A modified version of the three-stage processing model of memory
- Short term memory should be thought of as **Working Memory -** the conscious active processing that is going on
- There are external events
- There's sensory memory that temporarily retains things going on around you
- There working/short term memory - think of it like temp variables
- And long term memory
- Things don't stay in sensory memory long
- But if it's important it'll go to short-term/working memory
- With maintenance and rehearsal - encoded into long term memory
- When retrieving it - it goes back into working/short term memory

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- Automatic processing: things that go into storage seemingly on its own
- Two forms of memory:
- **Explicit memory:** declarative memory - things you know
- Ex: Facts, experiences
- **Implicit Memory:** nondeclarative memory
- Ex: muscle memory
  Things that you retain that are independent of conscious recollection
- **Dual-Track Memory:**
- Automatic and implicit memories:
- **Automatic Processing:**
- Space, Time, frequency
- **Sensory Memory:**
- **Iconic Memory:** a momentary sensory memory of the visual type - lasts a few tenths of a second
- **Echoic Memory:** a momentary memory of sound - last a few seconds
- Encoding: short term and working memory capacity
- How much we can hold info in short term memory:
- George Miller: magic number 7 - we can only remember about 7 numbers at once, give or take 2
- How long can we hold info in short term:
- Without rehearsal - short term lasts very very short
- **Chunking:** when info is chunked into meaningful units - becomes easier to remember
- Easier to remember 7 letters than 7 random symbols -
- Easier to remember 7 words than 7 groups of random letters
- Easier to remember a sentence than words in random order
- **Mnemonics:** tricks to encoding into memory
    - **Visual imagery** - using images to remember things
    - Peg word system: one is a bun, two is a shoe, three is a tree
    - picture vivid images for things you need
    - Need bread - picture a loaf of bread in a shoe
    - Milk in a bun
    - Water bottles hanging from a tree
    - **Acronym:**
- **Hierarchies**: structure makes it easier to remember
- Levels of processing:
- **Shallow processing:**
- **Deep processing:**
- Encoding explicit memories:
- Self-reference effect
- Making material meaningful
- ill remember my birthday
- Distributed practice:
- **Spacing effect:**
    - **Massed practice -** helps with remembering the short term

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    - **Distributed practice:** space out - better for long term
- **Testing effect:** enhanced memory after retrieving, rather than simply rereading info
-
- Explicit memories:
- **Hippocampus:**
- Brains save button for explicit memories
- Damage to the left hippocampus makes it hard to remember verbal memory
- Damage to the right - visual
- *missed a line* - consolidation

- Implicit memory:
- Cerebellum: classical conditioning
- *missed a line*
- The amygdala, emotions, and memory
- Amygdala: emotion-related memories
- Flashbulb memories - clear memory of an emotionally significant moment or event
-
- What is memory?
- **Synaptic Changes:**
- Erik andel did research with sea slugs - when the same synapses kept firing over and over - they became more efficient
- Long term potentiation: a cell can fire better if it is rapidly stimulated
- Believed to be the neural basis for learning and memory
-
- Retrieval: getting info out
- **Recall:** Having to completely pull out the memory - fill in the blank
- **Recognition:** multiple choice
  Relearning: someone thinks they forgot it - but could learn it faster than someone who never learned it
- Retrieval cues:
- **Priming**: the activation often subconsciously - associations in memory
- **Serial Position Effect:** we tend to recall the last and first item
    - **Recency Effect:** first thing
    - **Primacy Effect:** last thing
- Immediate vs later recall:
- With immediate recall - recency effect is more effective
- Later recall - the primacy effective is more effective
- **Context-Dependent Memory:** remember things better in the same environment/ place
- **State-dependent memory**: drugs and alcohol
- If study for a test while drunk - you'll remember the info better while drunk
- **Mood Congruent memory**: the tendency to recall experiences that are consistent with your current mood
- Remember things from one state better when in the same state as it happened
-

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- **Anterograde Amnesia:** forward acting
- Inability to form new memories
- **Retrograde Amnesia:** backward acting
  Inability to remember their pasts
-
- **Storage decay:**
- **Ebbinghaus curve**: most of what you forget - you forget quickly but what you remember after that you'll remember for a long time
-
- Retrieval failure:
- **Interference:**
    - **Proactive interference:** prior learning prevents you from recalling new info
    - **Retroactive interference:** new learning that prevents you from recalling old things
- Motivated forgetting:
- **Repression:** Freud: people don't want to remember things
- Nowadays people think people are more likely to remember hard times
- Self-serving personal histories: I remember that I ate 3 cookies and not 23

3/18

- Memory Construction Errors:
- **Source Amnesia:** source misattribution
- Deja vu
- Familiarity without recollection of details
- Attributing to the wrong source an event we have experienced or heard about or read about
- The heart of false memories
- Elizabeth Loftus: **misinformation effect:** would ask leading questions
- How fast was the car going when they crashed into each other
- Their memory would construct the car accident as much worse than it was
- Incorporating misleading information into someone memory
-
- Thinking and concepts:
- **Cognition**: the mental activities associated with thinking knowing remembering and communication
- **Concepts**: mental grouping of similar objects, events, ideas or people
- **Prototypes:** best example of a certain category
- When we see something new - we compare it to the prototype to see if it belongs in the category or not
- **Creativity:**
- Two forms of thought
- **Convergent thinking:**
- **Divergent thinking:**
- Problem-solving:
- 1. Trial and error

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    - Not so efficient
- 2. Algorithms
    - Step by step methodical way to guarantee success
    - Disadvantage: could take a while
- 3. Heuristics
- **Insight:**
- Wolfgang Kohler: had a pet chimp
- **Confirmation Bias:** a tendency to search for info that supports what we believe and ignore what contradicts us
- **Mental Set:** a form of fixation - inability to see a problem from a new perspective
- A tendency to approach problems in one particular way - often a way that has been successful in the past
- We don't think to try things in new and different ways
- **Availability Heuristic:** estimating the likelihood of events based on their availability in memory
- If instances come readily to mind - assume they're more common
- More afraid of terrorism then death from choking on food because don't hear about choking and hear about terrorism
- **Overconfidence**: the tendency to be more confident than correct
- To overestimate the accuracy of our beliefs and judgments
- **Belief perseverance:** clinging to one initial conception even after the basis on which they were formed has been discredited
- **Framing:** the way an issue is posed can significantly affect decisions and judgments

3/23

- **Emotions:**
- Historical emotion theories:
- **Common sense theory**: we cry because we ware sad
- **James-Lange theory**: we feel sad because we cry
- The theory that our experience of emotion is our awareness of our physiological responses
- **Walter Cannon:**
- does racing heart signal fear or anger or love?
- How would you know what a racing heart mean?
- Bodily responses also develop too slowly to be the cause of emotions
- **Cannon-Bard theory:** James has it wrong
- They happen simultaneously
- The theory than an emotionally arousing stimulus simultaneously triggers both
- **Schachter and Singer: two-factor theory:** to experience emotion - need to be physically aroused and also need to label the arousal
- Emotion is getting interpretations and labeling feelings/arousals
    - **Spillover effect**: need to give a label to their arousal - one emotion can spill over to another
    - Take a girl on a rollercoaster - her heart will race - label her heart racing as being in love

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- **Nonverbal cues:**
- **Duchenne smile**:
- Context is important for reading emotional expression
- Basic emotion expression is similar across cultures
- Display rules differ across cultures
- **Facial feedback effect:** If you smile bc you're happy, do you also feel happy or at least happier when you smile
- Facial muscle states tend to trigger corresponding emotions - send signals to the autonomic nervous system
- How to develop empathy?
- Body language differs across cultures

3/25

- **Intelligence:**
- **Intelligence test:** a method of assessing an individual's mental aptitude
- Is intelligence on general ability or many specific abilities?
- **Spearman's General intelligence:** a general intelligence factor that underlies specific mental abilities and is, therefore, measured by every task on an intelligence
    - A score of *g* - an overall summary intelligence score
- **Howard Gardner's theory of multiples intelligence:** there are multiple intelligences
    - Proof - Someone who has brain damage cant do one ability but can still do others - must be different types of intelligence
    - Proof 2 - **Savant Syndrome**: a condition in which a person with otherwise limited mental ability has exceptional specific skill, such as in computation or drawing
- **Robert Sternberg: Triarchic theory of Intelligence:**
- analytical intelligence, creative intelligence, practical intelligence
- **Analytical Intelligence:** problem-solving
- **Creative intelligence**: imaginative
- **Practical intelligence**: street smarts and common sense

Emotional Intelligence:

- **Perceive emotion** in faces, music, stories
- **Understand emotions**: predict them, how they change and blend
- **Manage emotions:** knowing how to express them and channel them
- **Use emotions**: enabling and adaptive or creative thinking
- **Brain Size:** slight positive correlation between brain size and intelligence - not a big correlation
- **Angela lee Duckworth: Intelligence + grit = success**
- **Grit:** passion and perseverance in pursuit of long-term goals
- Origins of Intelligence Testing: predicting school achievement:
- **Alfred Binet:** developed a test to identify children that needed assistance
- Would compare their chronological age to their **mental age**
- **Stanford Binet test: lewis Terman:** widely used in America - revision of Binet's intelligence test
- **IQ:** intelligence quotient
- ((mental age/chronological age)*100)

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- IQ of 100 is considered avg
- Modern IQ test:
- David Wechsler:
- 100 always represents avg performance
- Achievement test: test designed to asses your knowledge in a topic: AP exams, course exams:
- Aptitude tests: tests designed to predict future performance: SAT
- **Weschler Tests:**
- **Weschler adult intelligence scale**
    - Vocab
    - Information
    - Block design
    - Digit span
    - Letter-number sequencing
- **Weschler Intelligence scale for children**
- **Standardized tests:** a defined uniform testing procedure that makes comparable results
- Standardization
- Normal curve: a symmetrical bell-shaped curve that describes the distribution of many physical and psychological attributes
- Most scores in the avg and fewer in the tails
- Flynn effect: rising avg intelligence test performance over the years since the 1910s
    - In the 2000's they've leveled out
- Reliability: the property by which tests measure consistently what they're trying to measure
- Validity: the property by which tests actually and accurately measure what they are trying to measure
- Content validity: the extent to which a test sample the behavior that is of interest - called a criterion
- Ex: road test - samples the tasks a driver routinely faces
  Predictive validity: the success with which a test predicts the behavior it is designed to predict
  It is assessed by computing the correlation between test scores and the criterion behavior

- Is intellectual intelligence stable or does it change?
- **Cross-sectional studies:** this method shows a decline in IQ as people get older - compare young people and old people
- **Longitudinal studies**: this method shows more stability in intelligence - studies people over long periods of time
- The reason behind this?
- Cohort: a group of people from a given time period
- Younger kids from newer generations will always have higher IQs
-

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- We now believe the answer on stable or changing intelligence is - it depends
- **Crystalized intelligence**: accumulated knowledge, isn't age-sensitive, even goes up - trivia intelligence, ex crossword puzzles:
- **Fluid intelligence**: our ability to reason speedily and abstractly - peaks in the early 20s and then falls
- The low extreme:
- Intellectual disability: a condition of limited mental
- ability indicated by an intelligence score of 70 or below
- Ex: down syndrome: a condition of mild to severe intellectual disability - caused by an extra copy of chromosome 21
- The high extreme:
- Lewis Herman study of gifted children for 70 years
- They were healthy, well adjusted and successful
- Self-fulfilling prophecy - by being labeled gifted - the person might have a higher chance of succeeding
-

- Carol Dweck: its about mindset
- Two mindsets:
- **Fixed mindsets:** intelligence and talent are fixed - you ate the way you are
- You either got it or you don't
- Effort doesn't make much difference
- **Growth mindset:** intelligence can be developed
- Brains and talent are just starting points
- Can always grow and learn
- Judy Willis: from neuroscience we know through experience, you can get smarter - Rabbi Akiva

3/30

- **Stress:** the process by which we perceive and respond to certain stressors that we appraise as threatening or challenging
- Stressors**:**
    - Catastrophes
    - Significant life changes
    - Daily hassles
- **The stress response system:**
- **Seyles general adaption syndrome(GAS):** no matter what stressor he applied to rats, he saw the same results
- The body had a general response to stressors
- Like an alarm system - same alarm goes off for a cat vs a burglar at the window
-
- Phase 1: alarm reaction - body mobilizes resources - fight or flight - heart rate and breathing go up
- Phase 2: resistance - coping with the stressor - stress hormones are being poured out - heart rate is still up

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- Phase 3: exhaustion - reserves depleted
- The body resistance to stress can only last so long before exhaustion kicks in
- **Tend and befriend:** under stress people(especially women) often provide support to others(tend) and bond with and seek support from others (befriend)
- Stress and illness:
- **psychoneuroimmunology(PNI):** the study of how psychological, neural and endocrine processes together affect the immune system and resulting health
- "Stress can make you sick"
- Stress management can help treat disease
- Diabetes, Aids, cancer
- **Coronary heart disease:** the clogging of the vessels that nourish the heart muscle - leading cause of death in many developed countries
    - A big cause of this disease is stress
    - Two types of people:
- Friedman and Roseman's terms:
    - **Type A:** competitive, hard-working, impatient, aggressive, anger prone people
    - **Type B:** easygoing, relaxed people
- Stress and susceptibility to disease: pessimists develop more coronary heart disease
- Optimists developed less heart disease
- The mind isn't two separate things - its really two sides of the same coin
- *no notes on the religion topic*

4/1

- **Psychological disorders:**
- The 4 D's
- **Dysfunction:**
- **Distress:**
- **Deviant:** different from normality
- **Dangerous:**
- In the olden days, they believed what we called psychological illness was possession/demons - they would bore a hole in the skull to let the spirit leave your head
- **Philippe Pinel:** illness not demons
- Moral treatment
    - Lunatic balls
- Medical model:
- Metal illness should be diagnosed and treated -- they are psychological disorders
- They shouldn't be kept in chains
- They should be in a hospital to be treated and cured if possible
- **Biopsychosocial Approach:** the biological has a role to play and the psychological has a role to play and the social environment has a role in psychological disorders
    - Interaction of nature and nurture:
    - Influence of culture on disorders:
- Classifying Psychological disorders:
- Diagnostic and statistical manual of mental disorders(DSM) - "the bible of mental illness"
    - DSM-5 - case of homosexuality

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- Labeling psychological disorders:
- **Rosenhaus Study**: recruited mental health professionals to volunteer to present at psychological hospitals that they were hearing voices: “empty, hollow, thud”
- Once they’re admitted - act totally normal
- Once they’re labeled with a mental illness diagnostic - everything they said was interpreted to be a symptom of mental illness
- Labels can cause stigmas but we need them to communicate
- **Anxiety Disorders:**
- **Generalized anxiety disorder:** constantly anxious - continually worry
- Free-floating anxiety
- **Panic disorder:** panic attacks
- Unpredictable minute long episodes of intense dread in which a person experiences terror and accompanying chest pain choking or other sensations
- Often followed with anxiety about the next attack
- **Phobias:** intense irrational fears
- Social anxiety disorder: intense fear of social situations leading to avoidance of such
- **Agoraphobia**: fear or avoidance of situations, such as crowds or open spaces, where one has felt a loss of control or panic

4/20

- **Obsessive-Compulsive Disorder:** a disorder characterized by unwanted repetitive thoughts (obsessions) and/or actions (compulsions)
- **Post-traumatic Stress Disorder(PTSD):** A disorder characterized by haunting memories, nightmares social withdrawals, jump anxiety, numbness of feeling and/or insomnia that lingers for four weeks or more after a traumatic experience
- Not just due to a war situation - can be any trauma
- **Post-traumatic Growth:** *Some* adversity is beneficial for mental health
-
- **The learning Perspective:**
- Classical and operant conditioning:
- Classical conditioning can lead to anxiety: years ago a dog bit you - you may develop a fear of dogs
- **Stimulus generalization** - afraid of things related to that dog and things similar
- Operant conditioning can lead to anxiety:
- **reinforcement**(avoidance/escape): every time you see a dog you get scared and when you run away you feel better - maintains and strengthens your phobia
- Observational learning:
- Monkeys are afraid of snakes
- But what about monkeys raised in labs - not afraid of snakes
- Wild monkey is afraid
- Wild monkey is brought into a lab - the lab-raised monkey learns from the wild monkey and can also develop a phobia of snakes
- **Biological perspective:**
- Natural selection: our ancestors were afraid of heights and some ancestors weren’t - the ones without the fear were more likely to live on

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- Anxiety genes and brain deformations: there are genes that have been identified that are associated with anxiety
-
- **Major Depressive Disorder:** a mood disorder in which a person experiences 5 or more symptoms over two more weeks
- Problems regulating appetite and/or sleep - eating/sleeping more or less than usual
- Difficulty concentrating and decision making, feelings of hopelessness, Low energy, Low self-esteem
- Persistent depressive disorder: **Dysthymia**
- **Bipolar and Related Disorders**
- **Bipolar Disorder:** experience extremely high and low moods - ups and downs
- **Manic -** manic episodes
- The ups - over-talkative, overactive, elated, little need for sleep, etc
- Week to week, not moment to moment
- Where do these disorders come from?
- Biological perspective:
    - Genetic influences
        - Mood disorders can run in the family
    - Biochemical Influences:
        - Norepinephrine and serotonin
        - Take medication that allows for increased serotonin in the brain
- Social Cognitive perspective:
    - Negative Thoughts and moods interact
        - Self-defeating beliefs
        - **Learned Helplessness:** learned that there's nothing to do to help themselves. Giving up
        - **Rumination:** compulsive fretting; everything about problems and their causes
    - Cause vs indicator of depression?
        - Mood congruent: state-dependent memory - are you sad because you're thinking of sad stuff or are you thinking about sad stuff bc you're sad
    - Explanatory style: "it's all my fault" - giving things permanence - ill never get over this, I ruin everything, it's my fault - leads to depression
        - As opposed to keeping things temporary - ill get through this, I have other friends, the blame can be given to multiple people
- Depression can be circular - depression symptoms can lead to more depression causes

4/27

- **Schizophrenia**: a group of severe disorders characterized by delusions
- A psychotic disorder
- **psychosis**: the person has lost contact with reality
- Symptoms of Schizophrenia:
- Negative symptoms:
    - Absence of normal function
    - Flat affect, toneless voice, expressionless face

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- Positive Symptoms:
    - Excess or distortion of normal function
    - Hallucinations, delusions, disorganized talk, inappropriate teras or laughter
    - Delusions: false beliefs
    - Hallucinations: false perceptions
    - Breakdown in selective attention
- **Chronic(process) Schizophrenia:** Gradual development, recovery less likely
- **Acute (Reactive) Schizophrenia**: Following life stresses, more responsive to drug treatment
- Understanding schizophrenia:
- Dopamine Overactivity: excess dopamine receptors
- Dopamine blocking drugs lessen symptoms
- Abnormal brain activity: less frontal lobe activity
- Larger fluid-filled cavities
- Maternal virus during pregnancy: influence of the flu during pregnancy
- Genetic factors: Identical twins more likely to both have schizophrenia
- **Somatic Symptom Disorder**: a psychological disorder in which the symptoms take a somatic(bodily)form
- **Conversion Disorder:** A disorder in which a person experiences very specific genuine physical symptoms for which no physiological basis can be found
- **Illness Anxiety Disorder(**Hypochondriasis)**:** a person interprets normal physical sensations as symptoms of serious diseases
- **Dissociative Disorder:** disorders in which conscious awareness becomes separated(dissociated) from previous memories, thoughts, and feelings
    - Fugue state
- **Dissociative Identity Disorder**: a person exhibits multiple personalities
    - Multiple personality disorder
- Eating disorders:
- **Anorexia Nervosa:** a persona maintains a starvation diet despite being significantly underweight - failure to maintain normal body weight
    - Typically underweight
    - May binge/purge
- **Bulimia Nervosa:** a person alternates binge eating and purging(vomiting or laxative use), excessive exercise or fasting - may or may not purge - the key is: binging + compulsory disorders
    - May <u>not</u> purge
- **Binge Eating Disorder:** significant binge eating episodes followed by distress or guilt
    - No follow up purge
- **Antisocial Personality Disorder:**
    - Sociopath or psychopath
- A person exhibits a lack of conscience for wrongdoing, even toward friend or family
- May be aggressive and ruthless or a clever con artist
-
- Intro to Therapy:

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-
- People used to see mental illness as sin or demons
- Moral treatment:
- **Psychotherapy**: psychological techniques
- **Biomedical Therapy**: prescribed medications or procedures that directly act physiologically
- **Eclectic Approach:** depends on the client's problems - uses techniques from various forms of therapies

- **Psychoanalysis**: Freud's technique:Insight: to make the unconscious, conscious
    - The causes of our problems lie beneath the level of the conscious mind
- **Free Association:** Freud would have his patients sit on the couch
- **Resistance:** interpreting any block or fighting from the patient
- **Dream Analysis:** dreams are the road to the unconscious
- **Transference:** the patient's transfer of emotions to the analyst linked with other relationships - like love or hatred for a parent

5/4

- **Psychodynamic Therapy:** based on Freudian psychoanalysis
- We look at the past
- How childhood experiences and themes impact current you
- **Humanistic Therapies:**
- Promoting self-growth instead of curing problems
- Client vs patient - in humanistic - client - I'm here to help you - I'm not here to manipulate you - you can fix this - I'm just helping steer you
- Focus on the present and future
- Conscious thoughts more important than unconscious thoughts
- Focus on present and future rather than the past origin of problems
- **Carl Rogers:**
- **Client-Centered Therapy:**
- nondirective therapy
- Genuineness, acceptance, and empathy
- **Unconditional positive regard** - complete nonjudgmental acceptance of the client
- Help clients become self-aware
- Need to be genuine
- Make the client feel understood
- **Active Listening:** empathetic listening
- Invite clarification
- Reflect feelings
-
- **Behavior Therapy:**
- Classical and operant conditioning techniques
- Don't try to figure out the underlying cause - like Freud
- Just focus on the symptoms
- **Classical conditioning techniques:**

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- **Counter Conditioning:** removing conditionings on a person
- Exposure therapy:
- **Aversive Conditioning:**
- **Operant Conditioning:**
- Behavior modification
- Criticism:
- Has the behavior truly been changed?
- Will the new behavior outlast the reinforcers
- Is it right for one human to control another's behavior
-
- **Cognitive Therapy:** it's not events that cause emotions - its how you perceive the event
- I lost my job - this is terrible vs this is an opportunity for a better job
- Try to make you think more rationally - because your thoughts cause your emotions
- If you change how you think about events you can treat depression, anxiety, etc
- **Aaron Beck: therapy for depression:** Reveal irrational thinking
- Challenging beliefs
- Change beliefs and thereby emotions
- **Cognitive-Behavioral Therapy:** combines cognitive and behavioral therapies
- Aims to change the persons thinking and behavior
- **Albert Ellis:** irrational thinking
- Challenge people way of thinking
- **Group Therapy:** learning from other people around you
- **Family Therapy:** maybe the child isn't the problem - the family is
- To treat the child - need to treat the family
- Self-help Groups
-
- Is therapy effective?
- Clients perceive it as working
- Clinicians perceive it as working
- Both are biased
- Research: Meta-analysis: on average people who are treated get better more than people who don't
- Evidence-based practice: need to use methods that are proven to work
-
- **Resilience:** preventing psychological disorders
- It's not just about treatment - also try to prevent people from needing treatment
-

5/6

- **Biomedical Therapies:**
- **Psychopharmacology:** the study of the effects of drugs on the mind and behavior
- Need to do studies to confirm the drug is doing what it's supposed to
- **Antipsychotic drugs:** treats severe disorders
    - Conventional: block the function of dopamine
    - Newer atypical antipsychotics: not more effective but they are less likely to cause

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TD - involuntary movement of the face

- **Antianxiety Drugs**: treat anxiety
  - Often leads to dependence
- **Antidepressant Drugs:** used with mood and anxiety disorders
  - The benefit was seen in severe depression
  - For mild/moderate depression - similar results as placebo
- **Mood Stabilizing Medications:**
- Bipolar disorders:
- **Brain Stimulation:**
- **Electroconvulsive Therapy:** general anesthetic
- Muscle relaxant
- Effective in severe depression
- Some memory loss for the treatment period
- **Repetitive Transcranial Magnetic Stimulation(rTMS):** mainly impacting the outer layer of the brain
- Modestly beneficial for depression
- No pain, seizure, memory loss risks
-
- **Psychosurgery:** surgery to remove or destroy brain tissue
- **Lobotomy:** used to calm uncontrollably emotional or violent patients - cuts the nerves connecting the frontal lobes to the emotion controlling centers of the inner brain
- Left patients without their misery but also lethargic, immature, uncreative
-
- **Therapeutic Lifestyle**: exercise, sleep, light exposure, socialize, healthy diet
-
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